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AUTHOR Lipton, Gladys C., Ed.; And Others
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ABSTRACT

Examples of four kinds of elementary school programs in second language instruction are described: eight Foreign Language in the Elementary School (FLES) programs, one Foreign Language Experience or Foreign Language Exploration (FLEX) program, one partial immersion program, and one total immersion program. An introductory section provides generally accepted definitions of the program types and characteristics, and a chart outlines the general goals and amount of class time spent per week in each. Each program description is accompanied by a chart noting the program type, language(s) taught, methodology and classroom activities, emphasis given each of the four language skills (listening, speaking, reading, and writing), materials used, teacher characteristics, student characteristics, and program articulation with the upper grades. Most programs provide instruction in French and/or Spanish, but other languages taught include German, Japanese, Modern Greek, Polish, Russian, Italian, Serbocroatian, Latin, Korean, and others, depending on teacher availability. A prefatory section also describes the functions and activities of the FLES Exploratory Commission of the American Association of Teachers of French. (MSE)

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THE MANY FACES OF FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOL:

FLES, FLEX, AND IMMERSION

American Association of Teachers of French

FLES/Exploratory National Commission Report

November 1985

U.S. DEPARTMENT OF EDUCATION
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Edited by

Gladys C. Lipton
Nancy C. Rhodes
Helena Anderson Curtain

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PART I THE FLES/EXPLORATORY COMMISSION

After some years of lack of interest, the newly re-created FLES/Exploratory Commission of the American Association of Teachers of French has undertaken a number of tasks. In order to meet the growing rekindling of interest on the part of parents, school administrators, foreign language educators and others, we have planned the following:

1. to gather information on the current state of the art with respect to FLES (foreign language in the elementary school), FLEX (foreign language experience), exploratory, immersion programs and other types of programs teaching foreign languages in kindergarten through grade 6, and to present our first report to the profession. The following pages represent this report. Many other programs were not included, and it is hoped that future programs will be included in subsequent reports. This selection of programs represented is not an attempt to exclude other programs, but rather an effort to indentify at least one program from each type that has been found to be successful in the particular locale or school district.
2. to present the report and various aspects of the various programs at the Annual Meeting of the AATF in order to discuss the concerns and priorities of FLES/FLEX/immersion for the profession.
3. to offer assistance to districts, principals, parents, teachers and teacher trainers who are interested in starting and/or expanding programs of foreign languages in grades K-6. Members of the Commission can assist with planning for all languages in the following ways:

    • THE PLANNING OF PROGRAMS IN FLES, FLEX, EXPLORATORY, IMMERSION, GLOBAL EDUCATION, SOCIAL STUDIES/LANGUAGES, ETC., AND OTHER IDEAS FOR INTRODUCING FOREIGN LANGUAGES AT THE ELEMENTARY SCHOOL AND MIDDLE SCHOOL LEVELS

- THE DISSEMINATION OF A VARIETY OF MATERIALS WHICH ARE AVAILABLE
- THE DEVELOPMENT OF CURRICULUM MATERIALS AND COURSES OF STUDY
- THE TRAINING OF TEACHERS AND VOLUNTEERS
- WORKING WITH ADMINISTRATORS IN PLANNING PROGRAMS
- ONGOING ASSISTANCE ONCE THE PROGRAM IS OPERATIONAL

FOR FURTHER INFORMATION:

Dr. Gladys Lipton, Chairperson
National FLES/Exploratory Commission
University of Maryland - Baltimore County (MLL)
Catonsville, MD 21228
301-593-1654 or 301-455-2109

Future plans of the Commission include planning and implementing workshops for teachers, parents and administrators, holding a forum at a future meeting of AATF, and developing a Commission position paper on K-6 foreign language programs. We will also be expanding the work of the Commission to include other types of programs throughout the country and abroad.

The 1985-1986 members of the FLES/Exploratory Commission are:

Sylvia Brooks-Brown (Baltimore City Public Schools, MD)
Christine Brown (Glastonbury Public Schools, CT)
Edwin Cudecki (Chicago Public Schools, IL)
Helena Anderson Curtain (Milwaukee Public Schools, WI)
Homer Dyess (Louisiana Department of Education)
Lisa Gabet (San Carlos, CA)
Virginia Gramer (Hinsdale Elementary Schools, IL)
Myriam Met (Formerly of Cincinnati Public Schools, now of Montgomery County Public Schools, MD)
Nancy Rhodes (Center for Applied Linguistics, Washington, DC)
L. Gerard Toussaint (North Carolina Department of Public Instruction)
Gladys Lipton, Chairperson (Formerly of Anne Arundel Public Schools, MD, now of the University of Maryland, Baltimore County)

NOTE: For more information on the programs described in this report, please contact the Commission members directly. Addresses are listed at the end of each report.

Appreciation is expressed to Robert A. Carlson for the cover drawing.

PART II INTRODUCTION

The programs described in this report fall into four general categories of program types: FLES, FLEX, partial immersion, and total immersion. The FLES programs include Baltimore, MD (Sylvia Brooks-Brown); Glastonbury, CT (Christine Brown); Chicago, IL (Edwin Cudecki); Louisiana (Homer Dyess and Perry Waguespack); San Carlos, CA (Lisa Gabet); Hinsdale, IL (Virginia Gramer); Cincinnati, OH (Myriam Met); and North Carolina (L. Gerard Toussaint).

The foreign language experience (FLEX) program described is in Anne Arundel County, MD (Gladys C. Lipton) and the partial immersion program represented is in Cincinnati, OH (Myriam Met). The total immersion program described is in Milwaukee, WI (Helena Anderson Curtain). In each case, the author's description is preceded by a general "program at a glance" overview of the program.

To help understand the goals of the different programs, the following are generally accepted definitions of the various models. A chart is also included to clarify the variations in goals and amount of class time spent per week in the foreign language.

Adapted with permission from Language and Children: Making the Match, by Helena Anderson Curtain and Carol Ann Pesola, in progress (Addison-Wesley, 1986)

FLES (Foreign Language in the Elementary School)

FLES is sometimes used as a general term to describe foreign language programs at the elementary level. The term also describes elementary foreign language programs taught one to five times per week for class periods of twenty minutes to an hour or more. Some FLES classes integrate other areas of the curriculum, but most often because of time limitations, the focus of these classes is the second language itself and its culture.

FLES programs aim for a limited degree of proficiency in the second language. The level of proficiency reached will vary with the amount of time available for language instruction in the program. Listening and speaking skills tend to be more emphasized than reading and writing skills. FLES programs are part of a long sequence of language study and lead to continuing courses at the secondary level.

FLEX (Foreign Language Experience or Foreign Language Exploration)

FLEX programs are self-contained short-term programs usually ranging in length from six weeks to three years. They are often designed to introduce students to language study and to motivate students to begin a formal language learning program. Other goals of FLEX programs may include orientation to language learning and introduction to a specific language or to several languages. An important focus of FLEX is the development of students' cultural understanding that can be integrated with social studies learning about similarities and differences of other people(s). FLEX programs are not usually the beginning of a long sequence of language instruction. The degree of skills attained will depend on the goals and the format of the individual program. Functional proficiency is not a goal of FLEX programs. The term exploratory is also used to refer to self-contained, non-sequential and interdisciplinary language courses offered in middle or junior high school.

IMMERSION

Language immersion is an approach to second language instruction in which the usual curriculum activities are conducted in a second language. This means that the new language is the medium of instruction rather than the object of instruction. Children in United States and Canadian immersion programs are English speakers who are learning to speak a foreign language such as French, German, Spanish, or Chinese. The goals of immersion programs are: 1) functional proficiency in the second language, that is, the ability to communicate in the second language on topics appropriate to their age level; 2) mastery of subject content material of the local school district curriculum (which is taught through the second language); 3) cross-cultural understanding; and 4) achievement of English language arts comparable to or surpassing the achievement of students in English-only programs. Immersion programs vary as to the amount of time devoted to instruction in the second language and as to the level of entry. An immersion program can begin at the beginning of elementary school (early immersion), in grades four or five (intermediate immersion), or at the end of elementary/beginning of secondary school (late immersion).

The most common immersion model in the U.S. is total immersion. In this model, the second language is used for the entire school day during the first two or three years of the program. In early total immersion programs reading instruc-

tion is done through the second language. The amount of English is increased until the sixth grade where as much as half the day is spent in English and half the day is spent in the second language.

In the partial immersion model, instruction takes place in the second language for part (usually at least half) of the school day. The amount of instruction in the second language usually remains constant throughout the elementary school program. In early partial immersion programs students learn to read in both languages at the same time.

ELEMENTARY SCHOOL FOREIGN LANGUAGE PROGRAM GOALS

Program Type	% of Class Time Spent in FL per Week	Goals
IMMERSION Grades K-6 (continuous)	50 - 100% (time spent learning *subject matter* taught in FL)	-To become functionally proficient in the foreign language (to be able to communicate on topics appropriate to age almost as well as native speakers) -To acquire an understanding and appreciation for other cultures
PARTIAL IMMERSION Grades K-6 (continuous)	approx. 50% (time spent learning language *per se* as well as learning subject matter in FL)	-To become proficient in the foreign language -To acquire an understanding and appreciation for other cultures
FLES Grades K-6 (continuous)	5 - 15% (time spent learning language *per se*)	-To acquire a certain amount of listening and speaking skills (the amount depends on the program) -To acquire an understanding and appreciation for other cultures -To acquire limited amount of reading and writing skills (in some programs)
FOREIGN LANGUAGE EXPERIENCE (FLEX) Grades K-6 (not continuous)	approx. 5% (time spent learning language and about language--usually taught mostly in English)	-To develop an interest in foreign language for future language study -To learn basic words and phrases on an informal basis -To develop careful listening skills -To develop cultural awareness

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PART III PROGRAM DESCRIPTIONS

PROGRAMS AT A GLANCE

BALTIMORE CITY PUBLIC SCHOOLS, MD

Type of program	FLES, grades 4, 5 (and grade 6 in middle school)
Language(s)	Spanish, French
Goals	Students will be able to introduce each other, recognize and use basic greetings and salutations, respond to given words with synonyms and antonyms, identify a country through relevant information, and attain other specific goals outlined in the schools' curriculum guide.
Methodology	Classes meet for 25 minutes, 3 times a week. Teachers are given freedom to use the methods that work best for them, and often include trips to museums, restaurants, and ethnic festivals to supplement classroom activities. However, emphasis is placed on developing listening and speaking skills. A variety of visuals, games, and age-appropriate activities are used in teaching.
Emphasis Four Skills	Percentage of time spent in each of four skills: 75% listening and speaking; 25% reading and writing
Materials	Mostly U.S.-published materials are used along with a lot of teacher-made materials.
Teachers	Most teachers are elementary certified and all are foreign language certified (K-12). Many of the Spanish teachers are native speakers. Each teacher teaches at two schools.
Students	The Baltimore FLES program is currently being pilot tested at eight schools; all 4th and 5th graders at those schools are involved in the program.
Articulation	A new mandate from the state school commission states that all students in Baltimore City Schools study foreign language in middle school, grades 6-8, so the FLES students will continue their language study. At the high school, the college prep curriculum requires 4 years of foreign language and the 9th grade general curriculum students must study foreign language.

BALTIMORE CITY PUBLIC SCHOOLS' FLES PROGRAM

Sylvia Brooks-Brown

Available research shows that the elementary years are critical in the formation of attitudes about the world and in the acquisition of foreign language skills. Such study enhances proficiency in native language skills, boosts students' perceptions of selves and others and develops higher level thinking skills. In addition, there is widespread agreement that early study of a foreign language is an essential part of the long sequence of eight years or more that is needed to approach mastery in a second language in school.

Consistent with this rationale, in 1982 the Baltimore City Public School System implemented a locally funded pilot elementary school FLES program. Now in its third year, the FLES program is in operation in grades four and five at eight schools. Well over 3,000 students participate in the program which has as its goal the development of communicative competence in a foreign language.

In the current program, there are four fully certified foreign language teachers: two French and two Spanish teachers. Each teacher is assigned to two schools on an A-day/B-day scheduled basis. Students meet their teachers 2.5 times per week over the course of the school year. Instruction is a part of the regular school program, and each lesson is scheduled for twenty-five minutes. The FLES program is based on thirty-three objectives which constitute the core of the curriculum.

The FLES program is evaluated through a locally developed criterion-referenced test, the Baltimore Elementary Language Test (BELT), administered in the spring of the year. The BELT measures the extent to which students are mastering the curriculum. There are three levels of the BELT, each of which has a listening and speaking component, since the development of listening and

speaking skills is of primary importance in the program. At the completion of two years of study, students are able to continue their study in middle school at an appropriate level. Articulation is assured, since the curriculum is in place and coordinated. (It should be noted that every middle school student in the Baltimore City Public Schools must study a foreign language as directed by the Board of School Commissioners in 1982.)

For more information on the program, please contact: Sylvia Brooks-Brown, Foreign Language Coordinator, Baltimore City Pubic Schools, Office of Foreign Languages (DSVACE), 181 North Bend Road, Baltimore, MD 21229.

PROGRAMS AT A GLANCE

GLASTONBURY PUBLIC SCHOOLS, GLASTONBURY, CT

Type of program	FLES, grades 3-6
Language(s)	Spanish
Goals	Mutual interdependent goals of effective communication and cultural understanding.
Methodology	Grades 3-5: fifteen minutes daily of foreign language instruction; Grade 6: 22 minutes daily Very little time devoted to teaching regular subject matter in the foreign language.
Emphasis on Four Skills	Percentage of time spent in each of four skills: Grades 3 and 4: Speaking 50%, Listening 25%, Reading 15%, Writing 10%. Time is very limited and it is felt that listening and speaking skills are the most important at the early levels. In grades 5 and 6 there is an equal balance between the four skills.
Materials	Teachers select materials from many different sources, both foreign and American. Materials are adapted for particular needs. Many teacher-made materials are used, including flash cards, transparencies, puzzles, games, craft projects, etc.
Teachers	All teachers are certified in Spanish grades 7-12. Two out of the six are certified in elementary education as well. One of the six is a native speaker.
Students	All students in grades 3-6 study a foreign language.
Articulation	Well-articulated program in grades 7-12.

GLASTONBURY, CT FLES PROGRAM

Christine L. Brown

Yesterday and Today

Since 1958 foreign language instruction in the elementary school has been an integral part of the language program in the Glastonbury Public Schools. Glastonbury is one of the oldest communities in Eastern Connecticut and is located five miles from Hartford.

Due to the vigorous support residents have given to educational programs and the talent of teachers and administrators, Glastonbury, in the 1960's, received a large grant from the United States Department of Education to develop the Audio Lingual Materials. The FLES program was an important addition to a language program that emphasized listening and speaking proficiency as well as writing and reading proficiency. The students and teachers in Glastonbury have kept communication as the primary goal while continuing to adopt practices that reflect recent research on how children and adults learn second languages. More than ever we are committed to beginning language instruction as early as possible. Thanks to research and development into oral proficiency training and testing we know how many hours of quality instruction are needed for motivated students to develop even minimal language proficiency. All language teachers in grades three through twelve are familiar with the ACTFL-ETS Proficiency Guidelines, and our curriculum is being rewritten to reflect those guidelines.

Goals

Our major goals are the mutually interdependent ones of effective communication and cultural understanding. We believe that all students should be afforded the opportunity to establish the foundation for bi- or tri-lingualism by pursuing an extended, sequential program of skill acquisition and area studies in one or more foreign languages. However, because we endeavor to prepare

all of our students to become contributing adults in our increasingly smaller and rapidly changing world, we seek to make the progressive acquisition of language skills and cultural insights relevant to the student at all levels of instruction.

Program Description

Currently, Spanish is introduced in grade three. All students study Spanish fifteen minutes a day, five days a week, in grades three, four and five. In grade six, instruction is twenty-two minutes a day, five days a week. In grade three, most of the work is oral; however, students are introduced to the alphabet and teachers are experimenting with writing names, the date and certain vocabulary on the board. Research into second language reading seems to indicate that students of all abilities benefit from a multi-sensory approach to language learning and reading. This is an important area we will continue to monitor and to explore.

Staff

Four teachers are employed full time to teach the program in five schools. One full-time and one half-time teacher teach all of the sixth grades who are located in one building. The primary program cost is teacher salary. Due to the creative use of materials and supplies, the annual cost (without salaries) is appoximately $3,000.00.

All teachers are certified in Spanish, grades 7-12. Although no special FLES certificate exists in Connecticut, they are permitted to teach Spanish below grade 7. Two of the six teachers are also certified in elementary education. Every Wednesday afternoon school is dismissed at 12:30 PM and the FLES teachers meet to plan and coordinate lessons and special activities. In this way even an inexperienced teacher benefits from the knowledge and experience of the entire group.

Teachers are selected on the basis of not only their proficiency in Spanish, but also on their willingness and demonstrated ability to work with young learners who have a variety of attitudes and aptitudes. Personality is truly the key to success in FLES, and teachers are expected to be effective communicators with both elementary school colleagues and parents. The commitment to the program goes well beyond foreign language instruction. FLES teachers must understand the total school curriculum and be able to support and elaborate on concepts and information introduced in every other area of the curriculum. They must also be willing to teach in a variety of locations, write and adapt materials, assume supervisory duties and be willing to learn how to teach all students regardless of aptitude or special learning needs. In short, they must be able to join the "family life" of an elementary school. Many programs have failed because language teachers have not understood the particular needs of elementary school administrators, parents and students. FLES teachers are our most precious commodity in Glastonbury.

In addition to holding weekly FLES meetings, these teachers participate in all language activities and decision making in grades 7-12. The language department meets monthly and all textbook selection, curriculum writing and professional development includes language teachers at every level. Inter-school visits are encouraged and teachers are released from class to observe colleagues at all levels. Our program is well articulated because teachers both work, observe and socialize with each other.

Testing and Grading

We currently do not have departmental FLES tests. Each teacher periodically administers quizzes and tests. Next year we hope to use summer curriculum development time to create tests for each level. We will pursue the idea of some oral interviews for selected students. With respect to grading, students

receive special language report cards twice a year through grade five. In grade six, students receive grades of A through F four times a year. In addition to report cards, special FLES Open Houses are scheduled once a year and all parents are invited to attend classes.

For more information on the program, please contact: Christine L. Brown, Foreign Language Director, Glastonbury Public Schools, Glastonbury, CT 06033.

PROGRAMS AT A GLANCE
MILWAUKEE PUBLIC SCHOOLS, MILWAUKEE, WI

Type of program	Total immersion, kindergarten through grade 6
Language(s)	French, German, and Spanish
Goals	Students who complete the immersion program K-6 sequence will be able to: a) communicate (understand, speak, read, and write) in the second language about topics appropriate to the student's age and grade level, with ability approximating that of a student who is a native to that language. b) perform in English language arts and in subject content areas as well as or better than their monolingual peers on standardized achievement tests given in English. c) acquire a greater understanding, knowledge, and appreciation of other cultures. d) achieve such proficiency in the second language and in English that they are able to pursue their studies with ease in both languages.
Methodology	Kindergarten and grade 1 are conducted in the second language. English is introduced in grade 2 for 30 minutes per day. English time in grades 4, 5, and 6 increases to 1-1/2 to 2 hours per day. The aim is to devote no more than 20% of the day to English instruction in grades 3-6.
Emphasis on Four Skills	The time spent on the four skills is integrated throughout the program and throughout the school day.
Materials	Materials are selected on the basis of how closely they approximate the standard Milwaukee Public Schools' curriculum. A combination of foreign and American texts is used. Many teacher-made materials are also used.
Teachers	Teachers are elementary certified with demonstrated proficiency in the second language. They are a mixture of native and non-native speakers, with non-native speakers predominating. Because of a shortage of teachers, some have been recruited from Belguim and Canada.
Students	Students are from every socio-economic level and every geographical part of the city and suburbs. Students come from different racial backgrounds and 42% of the students in the program are minorities. The are no selection criteria for the program.
Articulation	Students from the immersion elementary schools attend the immersion middle school in grades 7 and 8. At this point, the numbers have been too small for a significant number of students in the designated immersion high school.

MILWAUKEE PUBLIC SCHOOLS
TOTAL IMMERSION PROGRAM

Helena Anderson Curtain

Description

The Milwaukee Public Schools began its immersion program in 1977 during a period of school desegregation. Milwaukee administrators had heard of the phenomenal success of Canadian immersion programs (the promise that students not only become bilingual in the second language and English but also would achieve in subject content instruction at the same level as, or often at a higher level than students who are being taught only through English) and wanted to duplicate that model of foreign language instruction. The immersion programs were started as magnet schools designed to attract students from every racial and socio-economic group from throughout the city and suburbs.

In Milwaukee's total immersion program the usual curriculum activities are conducted in a second language, which is the medium of instruction, not the object of instruction. During the first two or three years of the program, students hear only the second language during the entire school day. Early total immersion programs take advantage of children's language acquisition in a natural setting where the new language is the only means of communication. From the minute the children arrive at school in the morning, they hear only the second language from the teacher. All classroom conversation and instructions are in the second language. In this way the children acquire the second language in play and work situations that are related to meaningful communication. The emphasis is on the learning activity (reading, mathematics, social studies, art, etc.), not the language.

Students enrolled in the program are monolingual English-speaking children. Teachers are native or near-native speakers of the second language. Since all

of the students in an immersion class are monolingual, they begin on an equal footing with each other with regard to second language skills. The children tend to show little anxiety or frustration about learning in another language because the things they learn are within their experience, and because every effort is made to put messages into a meaningful context. For example, they learn to speak and write about things they understand: in kindergarten a lesson on objects that sink and float, in first grade a trip to the fire station, in second grade a lesson on magnets, in sixth grade a lesson on Wisconsin history and so forth.

In the immersion classroom the students initially communicate with each other in English. They also use English to communicate with the teacher who will respond to them in the second language. This reduces anxiety and allows them a silent period where they can begin to build up their comprehension. Within a year and a half to two years in the program, the students move rather automatically into speech production. When reading skills are introduced, it is done through the second language.

After students complete the elementary K-6 sequence they continue the program in grades 7 and 8 in middle school with two daily periods of immersion classes--a language arts class and a social studies class. Students entering high school will also have the opportunity to enroll in two daily periods of immersion classes.

Students begin the program in four- or five-year-old kindergarten. All of kindergarten and all of first grade are conducted through the second language. At the kindergarten level, although the children may use English, they are encouraged to use the second language vocabulary and expressions with which they are comfortable. When the students enter the first grade they are expected to use the second language for classroom communication. When reading skills are

introduced, it is done through the second language. Formal English language arts is introduced in the second grade with 30 minutes of English instruction a day. In the third grade the students receive one hour of English instruction; in grades four, five and six they receive one and a half hours to two hours of English instruction. The amount of time allotted to second language instruction will be increased as soon as more second language curriculum materials are developed so that no more than 20% of the day is devoted to English instruction at any grade level. This is consistent with research that shows that increased amounts of English time does not result in increased English test scores. At every grade level students do receive some instruction in English through the specialist teachers of art, music and physical education who are not bilingual.

Goals

The goals of the program state that students who complete the kindergarten through grade 6 sequence will be able to:

1. Communicate (understand, speak, read and write) in the second language about topics appropriate to the student's age and grade level, with ability approximating that of a pupil who is native to that language.
2. Perform in English language arts and in subject content areas as well as or better than their monolingual peers on standardized achievement tests given in English.
3. Acquire a greater understanding, knowledge and appreciation of other cultures.
4. Achieve such proficiency in the second language and in English that they are able to pursue their studies with ease in both languages.

Special Features

One of the advantages of an immersion program which begins at the kindergarten level is the long sequence of time which it allows for the student to

achieve proficiency in the second language. Another special feature is that it prepares the students to survive communicatively in a native-speaking environment with the expectation that the student's speech will become more and more native-like. A third feature is the great amount of student, staff and parent enthusiasm which is generated.

Milwaukee has resource teachers in each language program. These teachers are responsible for coordinating the curriculum in the second langauge and providing the needed materials for each teacher. An immersion resource center serves as the hub of each school and houses large quantities of commercial and teacher-prepared second language curriculum materials.

Research Activities

Test results from the standardized testing program utilizing the Metropolitan Achievement Test and the Iowa Test of Basic Skills have been excellent over the last seven years. Results show that:

1. Students in the immersion program are achieving at or above ability level.
2. Students are performing much better than city-wide or national samples on achievement tests in language arts and mathematics administered in English.
3. Student test scores continue to improve grade by grade.

The chart below is a sample of the patterns which consistently appear in immersion program testing. It can be seen that students in grade one who have had no English instruction at first show a slight lag, but their scores tend to increase grade by grade so that more and more students are scoring in the high category. Even more significant, since the immersion program attracts students from every ability level, is the fact that the numbers of students scoring in the low category decrease year by year. Immersion students of every ability level by grade 4 or 5 tend to perform at average or above average levels!

GRADE BY GRADE TEST RESULTS: IOWA TEST OF BASIC SKILLS
VOCABULARY AND READING COMBINED/MATHEMATICS

Spanish Immersion Program 1983

Performance Cateories	National Sample	VOCABULARY AND READING COMBINED							
		1	2	3	4	5	6	7	8
	%	%	%	%	%	%	%	%	%
High	23	18	26	41	48				
Average	54	60	61	54	52				
Low	23	22	13	5	0				

Cost

The cost of the program is comparable to that of regular monolingual elementary school. There is an additional staff cost for the resource teacher. Also, books and materials in the second language tend to be slightly more expensive than books in English.

Linguistic and Cultural Content

The linguistic content is the natural sequence of grammar and the sound system of the second language. Students are also exposed to various regional dialects. Culture is integrated into the daily lessons, and is in frequent evidence in the student materials. The holidays and customs of the target language cultures are emphasized throughout the year, along with American holidays and customs.

Materials

Finding materials has proven to be a great challenge. France and Canada are sources of French materials, but they must be adapted to fit the United States context. Spanish materials which were designed for language minority students in bilingual programs are available, but must also be adapted since many were designed for students who speak Spanish as a first language and have a range of vocabulary far greater than that of the immersion students. German materials come directly from Germany and must undergo the most adaptation in order to ensure that they conform to the philosophy and content of the Milwaukee Public Schools curriculum. The need for materials and curriculum development becomes even more complex as the program reaches the upper grade levels and the middle school.

Methodology

In many ways, methodology in the immersion classroom is similar to the methodology found in a regular monolingual elementary classroom, but there are some differences due to the fact that subject content is taught through the second language. The following characteristics are found in an immersion classroom (and in many FLES classrooms also):

1. Increased use of visuals and body language.
2. Controlled and selected use of language and vocabulary in the second language in the early grades.
3. Standardization of vocabulary and expressions.
4. A second language atmosphere which begins in the classroom and extends throughout the school.
5. Indirect error correction.

Staff

Finding qualified bilingual teachers who have demonstrated proficiency in the second language and are certified as elementary school teachers has been a difficult area for the immersion program. It has become easier over the years as awareness of the program has spread. Recruitment of teachers has been done on a national level. Because of a special difficulty in finding French teachers, several have been recruited from Belgium. For the most part, immersion teachers do not have certification in the second language, although many have formally studied the second language. There is a mixture of native and non-native speakers, with non-native speakers predominating. At this time there is no specific training program in the United States for immersion teachers, although such progams are found in Canada. Immersion teachers do receive special inservice training.

Students

The student population comes from diverse geographical and socioeconomic backgrounds and has a wide range of intellectual ability. Approximately 40 percent of the students are black, and about 10 percent are Spanish surnamed, Native American or Asian. The remaining 50 percent are white. The only criterion for entrance into the program is parent interest. Students are randomly selected according to racial quotas from extensive waiting lists.

Tests and Grading

Tests and grading are consistent with testing and grading policies used in the school district. In kindergarten and grade one, evaluation of student progress is based on performance in the Milwaukee Public Schools curriculum taught through the second language. Beginning in grade two, student evaluation is based on student performance in both languages.

Conclusion

Total immersion has been shown to be a very effective form of foreign language education. Of all the types of foreign language programs, total immersion programs offer students the promise of attaining functional fluency in the second language--that is, that students who go through the entire sequence of the elementary immersion program are able to communicate.

For more information on the program, please contact: Helena Anderson Curtain, Foreign Language Curriculum Specialist, Milwaukee Public Schools, P. O. Drawer 10K, Milwaukee, WI 53201-8210.

PROGRAMS AT A GLANCE

CHICAGO, IL, PUBLIC SCHOOLS
ELEMENTARY LANGUAGE ACADEMIES

Type of program	Intensive FLES, grades K-8
Language(s)	Japanese, Modern Greek, Polish, Russian, Spanish, Italian, German, French, Serbo-Croatian
Goals	Intensive development of oral proficiency, high level of communicative competence, global awareness, bilingual career opportunities, cross-cultural understanding, knowledge of other cultures.
Methodology	Classes meet daily for 30-40 minutes, depending on the grade level. Second language learning is a basic component of the daily program of instruction and is taught by language specialists.
Emphasis Four Skills	Percentage of time spent in each of four skills: grades K - 3, 80-90% of time spent on listening and speaking skills; grades 4 - 6, 60% of time spent on listening and speaking skills, 40% on reading and writing; grades 7 and 8, approximately 50% of time spent on listening and speaking; 50% on reading and writing.
Materials	Individual schools select their own materials, with assistance from the central office. Mostly American materials are used with some foreign materials.
Teachers	All teachers are certified language teachers (1-12), with experience with elementary children.
Students	The schools are magnet schools so the parents must apply to enroll their child.
Articulation	Elementary schools feed into high school language centers (also magnet schools). Foreign language faculties of elementary and secondary schools are in constant contact.

CHICAGO ELEMENTARY LANGUAGE ACADEMIES

Edwin Cudecki

The elementary language academies are magnet elementary schools which provide daily second language instruction as an integral part of the basic program of instruction to pupils, kindergarten through grade 8. The goals of the program are: the opportunity for proficiency in a commonly or less commonly taught language, the potential for a thirteen-year sequence in a single language for students who begin second language study in kindergarten, community involvement which fosters a realization of career opportunities in languages, an expanded awareness and appreciation of our ethnically/racially diverse population, an expanded degree of global awareness, special weekend, summer and study abroad or exchange programs for elementary children, and an integrated approach to second language learning, interfacing the foreign language curriculum with the regular program of instruction, especially in the areas of language arts and social studies.

Intensive development of oral proficiency, bilingual career opportunities, knowledge of other cultures and cross-cultural understandings are emphasized.

Students are evaluated through the use of teacher-made tests, teacher assessment and the option for proficiency testing for foreign language credit upon entering high school.

The goal of the elementary language academies is excellence in the regular program of instruction, with second language learning as a basic component of the daily program of instruction. In addition to the basic program of instruction a number of special programs are offered in the various language academies including: instrumental music, computer program for upper grades, bilingual programs (Serbo-Croatian, Spanish), ECIA Chapter I Prescription Learning, the

children's choir, gifted science, special education (L.D. and S.L.D.), the great books and full-day kindergartens.

Four of the six academies have been adopted by local colleges, universities and other agencies. These adoptions give them access to the use of some of the facilities at these institutions as well as tutorial service in reading, mathematics and languages.

Community involvement is an integral component in the language academies. Parent activities include vigorous fundraising, support of the instructional program through the purchase of instructional materials and equipment, assistance in the implementation of travel and exchange programs, and general assistance through volunteerism at the schools.

Student enrollment is based on interest in the language option, availability of space, and maintenance of racial balance as determined by O.E.E.O. Teachers are selected through the interview process, and Options for Knowledge applications must be submitted for all students. Transportation is provided as necessary.

The language academies and languages taught at each school are:

Gallistel, District 19, French, Polish, Spanish (Serbo-Croatian Bilingual program)
A. Jackson, District 9, French, Italian, Russian, Spanish (Spanish Bilingual program)
LaSalle, District 3, French, German, Italian, Spanish
Murray, District 14, French, German, Japanese, Spanish
Sayre, District 4, French, Greek, Italian, Spanish
Turner-Drew, District 18, French, German, Polish, Serbo-Croatian, Russian, Spanish

For more information on the program, please contact: Edwin Cudecki, Director, Bureau of Foreign Languages, Chicago Public Schools, 1819 W. Pershing Road, 6 Center (C), Chicago, IL 60609.

PROGRAMS AT A GLANCE

LOUISIANA FRENCH AS A SECOND LANGUAGE PROGRAM

Type of program	FLES, grades 4-8
Language(s)	French, Spanish
Goals	The main objective is that a child be able to use the French language as a means of communication in situations corresponding to the needs and interests of Francophone children his/her own age.
Methodology	Grades 4 - 6, 30 minutes daily of foreign language instruction Grades 7 - 8, 50 minutes per day, three days a week
Emphasis Four Skills	Percentage of time spent on each of the four skills: 1st year - 90% listening and speaking, 10% reading and writing 2nd year - 80% listening and speaking, 20% reading and writing 3rd year - 70% listening and speaking, 30% reading and writing 4th year - 60% listening and speaking, 40% reading and writing 5th year - 50% listening and speaking, 50% reading and writing
Materials	The second language curriculum guide is based upon 12 to 15 measurable communicative objectives. Teachers are free to use any materials they wish in planning instructional units to meet the objectives of the program. Teacher-made materials form the basis of the program.
Teachers	Louisiana teachers are certified in foreign languages at the elementary level (FLES). Teachers who are certified in their home country are granted an interim certificate to teach in Louisiana elementary schools.
Students	Students in grades 4 - 8 who are considered by the local school as academically able are required to study a foreign language. The program is optional to all other students.
Articulation	There is smooth articulation between elementary and middle school levels but less articulation between middle schools and high schools. The Louisiana Board of Elementary and Secondary Education (BESE) recommends three years of foreign language study for college-bound students.

LOUISIANA FRENCH AS A SECOND LANGUAGE PROGRAM: A FLES PROGRAM THAT WORKS

Homer B. Dyess
Perry M. Waguespack

The Louisiana French as a Second Language Program is designed for elementary school children in grades 4-8. Second language instruction in the primary grades (1-3) is optional and offered at the discretion of the local school district. The goal of the program is to teach French language arts and francophone culture to English-speaking children so that they will be able to use the French language as a means of communication in situations corresponding to the needs and interests of francophone children their own ages. Communication implies that the child be able to understand oral and written messages as well as to express him/herself orally and in writing in a limited number of situations familiar to francophone children of his/her own age.

To achieve this main objective of communication the program is broken down into smaller objectives. One of these specific objectives is that "in an appropriate situation the student will be able to express salutations, make contact, use polite formulas, give thanks, take leave, express excuses and congratulations." This objective is based on some seven language functions, and the linguistic content suggests a minimum of enunciations possible to fulfill these functions. Grammatical structure is no longer the basis for instruction but plays an equally important secondary role.

Instructors for the program include 95 foreign associate teachers from Belgium, France, and Quebec, as well as 150 Louisiana-certified second langauge specialists. This year there are 33 local school systems, or one-half of the state, participating in this program, and more than 45,000 students are enrolled in these classes.

Beginning in the 1985-86 school year, an articulated foreign language program in grades 4 through 8 will be required for academically able students, and will be optional for all others.

Objectives of the program are:

1. The program will follow general time requirements as outlined:

GRADE RANGE	FREQUENCY PER WEEK	MINUTES PER PERIOD
1-3 (optional)	5	30
4-6	5	30
7-8	3	50
9-12	5	50

2. The program will adhere to measurable performance objectives for the four basic skills, i.e., listening, speaking, reading, and writing, supported by specific linguistic content, instructional activities, and resource materials.
3. The program will include a cultural component emphasizing Louisiana's unique French heritage.
4. The program will allow for evaluative techniques which will take into account the individual student's progress toward performance objectives and standardized tests, and interviews to determine oral proficiency.

Elementary Immersion Program

The elementary immersion program offers students the opportunity to master their basic instruction and at the same time to reach a fluency in the target language equivalent to that of a native speaker.

All subjects are taught in the target language (French and/or Spanish), and the program includes a provision for language arts development in English.

In 1980 La Belle Aire Elementary School in East Baton Rouge Parish was the first school to offer the program at the kindergarten level in French and Spanish. Since then, in 1984, two other schools located in Calcasieu Parish

offered this program in French in kindergarten and grade one on a first-come, first-served basis. There are presently four (4) teachers and 80 students participating in these programs in Calcasieu Parish.

Middle School French-English Communication Program

The middle school French-English communication program was initiated in the fall, 1982. The program began with the sixth grade and continues through the eighth grade. It has since expanded into five other schools in Lafayette Parish. The objectives of the program are as follows:

A. There will be no loss in language acquisition by program students as measured by SRA scores when compared to the previous year.

B. The time devoted to the study of French during the language arts block will not detract from but rather reinforce the acquisition of English grammar skills for each of the three years of the pilot program.

A review of the students' SRA scores indicates that the objectives of the pilot program are being met.

An unstated objective at the beginning of the program, but certainly one that was expected, was that the students would acquire facility in both oral and written French language skills. The scores of the French criterion-referenced test, administered to the students as a pre- and post-test for each, are indicative of the achievement of that objective.

Study of the Impact of Second Language Study on Basic Skills Acquisition

This language range study covering five years of basic skills testing shows conclusively that students who study a second language score higher in reading, language arts and math. The study further shows that second language study can reduce the need for remediation for under-achieving students.

The study for the 1983-84 school separated students who were taking a foreign language from those who were not. It covered students enrolled in every

parish, grades 2, 3, 4, 7 and 10. The study was conducted to determine if there were any significant differences between the scores of those students enrolled in foreign language courses, as opposed to those who were not.

The data showed no significant differences among the grade 2 students (2%).

The data showed a highly significant difference between grade 3 and 4 students who took a foreign language and those who did not.

Grade 3	Language Arts	Math
(% of difference)	3%	2%
Grade 4	2.4%	2.4%

On a competency-based test (basic skills test), these results suggest that students enrolled in foreign languages will consistently perform better than non-enrolled students.

There were also highly significant differences at grade 7.

Grade 7	Language Arts	Math
(% of difference)	3.6%	5.11%

Notice that the math scores for grade 7 are even higher than the language arts. Again, these students may be the better students who would naturally perform better.

The differences are even more evident at grade 10.

Grade 10	Reading	Writing	Math
(% of difference)	7.9%	8.49%	10.0%

Again, the math scores are higher. Some studies have been conducted that show that foreign language influences math scores more than language arts scores (having to do with right/left brain functions).

Cost

Since the State Department of Education provides curriculum guides and supplementary instructional materials, the basic cost of the program is teachers' salaries, which are provided by the state. Textbooks and methods are

purchased by the local school distict from a state-adopted list, from the state funds allocated to its parish for this purpose.

Content

The linguistic content of Louisiana's five-year program is based on the needs and interests of students between the ages of nine and fourteen. This content is also incorporated into a cultural context. It is evident that a student of this age may not necessarily feel a great need to communicate in French, but he/she does have needs and interests, and if the language teacher can appeal to those needs and interests, he/she can motivate the student to learn French.

Students - How They Are Selected

Up to and including the 1984-85 school year, all elementary level students were able to participate in the program. Under the new mandate foreign languages will be required for academically able students and optional for all others. Academically able students, in several districts, are students who ar performing at grade level. However, each school district is allowed to define "academically able" students. Other districts plan to enroll all students in the program.

Testing and Grading

Evaluation is used to assess the increase in student achievement and to improve program effectiveness. The French Curriculum Guide for grades 4-8 groups skills by objective and indicates a timeline for students to internalize these skills. As the emphasis in the elementary grades is on communication, listening and speaking components are emphasized. Pre and Post Oral Proficiency Interviews are used to measure a student's speaking ability. A test of listening comprehension is currently being developed to be given at the end of each year. This test uses the basic skills to be internalized at each level to

create situations. It allows for the testing of every student, whereas the Oral Proficiency Interview must be administered to a sampling of students throughout the state. Language is the tool to decipher the message and determine the correct response rather than the focus of the activity.

For more information on the program, please contact: H. B. Dyess, State Coordinator for Foreign Languages and Bilingual Education, or Perry M. Waguespack, Foreign Language Section Chief, State Department of Education, P. O. Box 44064, Baton Rouge, LA 70804.

PROGRAMS AT A GLANCE

ESPRIT FRANCAIS, INC.
SAN CARLOS, CA

Type of program	FLES, kindergarten through grade 6
Language(s)	French
Goals	1. To impart spontaneous recognition of meaning and use of words for self-expression. 2. To develop oral proficiency. 3. To develop new means of communication to help our students better comprehend people and the world surrounding them.
Methodology	Classes meet one hour a week for 30 weeks.
Emphasis on Four Skills	Percentage of time spent in each of four skills: Speaking 55%, Listening 20%, Writing 15%, Reading 10%.
Materials	Materials used are developed by "Esprit Francais, Inc."
Teachers	95% of teachers are native speakers, certified from France.
Students	Students are enrolled in program by parents. There is a modest tuition.
Articulation	There is no planned sequence of foreign language study between elementary and middle school.

"ESPRIT FRANCAIS":
FRAMEWORK FOR AN ELEMENTARY FOREIGN LANGUAGE PROGRAM

Lisa Gabet

The much-discussed report of the President's Commission on Foreign Languages and International Studies (1979) underscored the need for foreign language studies. This prestigious commission specifically recommended that such studies begin in elementary school and continue throughout the student's educational experience since proficiency in a foreign language requires at least six years of study and should, therefore, be started in the elementary grades.

Studies made by Professors Lambert and Peal from McGill University in Canada demonstrate that up to the age of twelve a child is a natural "bilingual": he is able to learn one or several languages without establishing comparisons with his mother tongue and without questioning the forms used. Furthermore, children who have learned two languages have two symbols for each object and can conceptualize their environment without the support of linguistic symbols; this is the type of reasoning used in mathematics. The bilingual child acquires a more flexible way of thinking and is exposed to a series of more complete personal experiences which widen his knowledge and make his life fuller and richer.

However, the development of an elementary foreign language program within the context of the existing school system has first to address a number of questions specific to this project:

1 - Goals

2 - Methodology

3 - Overall classroom structure

4 - Choice of appropriate materials

5 - Recruiting and training teachers

6 - Students' motivation

1 - Goals:

The ultimate goals of any foreign language program at the elementary level should be:

> The development of oral communication by working on listening, comprehension and speaking skills.
>
> And the development of a cultural awareness--cultural differences should be immediately noticeable for the students by the teacher's behavior, for example, greetings, etc.

2 - Methodology:

The topics should be related to the students' own centers of interest. Ten years of experience with the Esprit Francais program show that the topics of most interest for elementary students are: self-identification (the student is proud to give his name, his address, his telephone number, the name of his school, what his favorite sport is...in the foreign language), school life, family life, nature and animals, sports, foreign holidays and so on. The young student enjoys comparing his life with the lives of children of other cultures.

The teaching method should be based on dramatization. It should emphasize the physical response to the spoken word. The method should mix cultural elements while developing a steady progression in the handling of the language. The method should use the same vocabulary year after year because studies have shown that a word has to be repeated forty to eighty times in order to be remembered. But the presentation of the material should seem different every year to avoid boredom. Songs, games, open-ended activities and visual aids reinforce the class. Food tasting can be part of the celebration of the holidays of the foreign language being studied.

The books should be simple and flexible and organized in units of interest. They also should be used as copybooks. They should have exercises, drawing and

creative activities. They should integrate old and new vocabulary. They should have songs, poems and plays. They should not, however, emphasize grammar.

3 - Overall classroom structure:

Certain questions regarding the foreign language program have to be addressed carefully for best results. The first obvious question is the starting age for foreign language education. But even if very young children are receptive (and they are), their interest has to be sustained through the appropriate material, class activities, topics and overall class life. Their short attention span has to be recognized and has to be addressed through a curriculum that cannot be improvised, a class duration that is comfortable for the children according to their age and a frequency of classes which should be geared towards efficiency.

Class size is an important factor since the goal of such a program is to develop oral communication: students are there to speak.

The program should follow the usual school year and report cards should be sent.

4 - Choice of appropriate materials:

The main characteristic of the material developed for young students of foreign languages is its scarcity. Most existing material is too sophisticated, oriented towards grammar and unmotivating. The evaluation of the available material should be done according to the child's age since motivation changes rapidly for young children. The material should always be complemented by games and props developed by teachers with the help of a training staff. As another complement, certain selected software can be used if the children have access to a computer.

5 - Recruiting and training teachers:

Teachers' quality is of prime importance. Their role is to enliven the classroom using another linguistic vehicle. The teaching is done through natural responses to situations rather than through a systematic study of vocabulary and grammar. Physical response is emphasized. In essence, the quality required from teachers should be their natural affinity with children and their automatic use of the foreign language being taught.

Training should be directed at familiarization with the material, at developing oral language skills and at responding to children's behavior. Most importantly, teachers should learn to listen and encourage children to express themselves and to become creative in the foreign language.

6 - Children's motivation:

It is extremely difficult to sustain the motivation of the students during the entire school year. As a means to stimulate this, it is very important to involve the students in national and regional foreign language contests. A good example is the "Grand Concours-FLES" organized by the American Association of Teachers of French. Prizes and honors are awarded to the winning students. This concept could be extended to local contests.

Foreign language camps could be organized during the vacation to reinforce the class work. Field trips, movies, museums and the like are very useful to the understanding of the foreign culture. The exchange of correspondence, tapes and video-cassettes with the students of a foreign school is also important.

In conclusion, the foreign language should be directed as much towards helping our students better comprehend people in the world surrounding them as towards giving them another tool for better and broader communication skills. Given the appropriate structure and curriculum, this task is quite able to be achieved and very rewarding.

For more information on the program, contact: Lisa Gabet, Esprit Francais, 762 Knoll, San Carlos, CA 94070.

PROGRAMS AT A GLANCE
HINDSDALE ELEMENTARY SCHOOLS, IL

Type of program	FLES, grades 5-8
Language(s)	French and Spanish
Goals	1. To provide students with the skills (for the elementary school, the beginning skills) that will enable them to communicate with speakers of another language, taking great care to attribute cultural meaning to all learning. 2. To increase students' understanding of how language functions and to bring them to a greater awareness of the functioning of their own language. 3. To make students aware that "each human culture is unique and each must be respected as embodying the whole way of life of a people." 4. To enable students to develop an open minded outlook on peoples and social groups different from their own, ultimately helping them judge and treasure their own culture and society.
Methodology	Specialist teachers go into regular classroom (20 minutes/day in 5th grade, 30 minutes/day in 6th grade; 7th and 8th grade have regular junior high class period - 45 minutes/day). In 5th and 6th grades foreign language is coordinated with other subjects whenever possible.
Emphasis Four Skills	Percentage of time spent in each of four skills: grade 5 - 100% of time spent on listening and speaking skills; grade 6 - 30% of time spent on reading, 70% on listening and speaking; and grades 7 and 8, 20% of time spent on writing skills.
Teachers	All teachers are certified as language teachers for the grades in which they are assigned (K-8, K-12, 6-12).
Students	All students in 5th and 6th grades take French or Spanish. Foreign language is an elective in junior high (80 - 90% choose to take it).
Articulation	The same text series is used in junior and senior high. Students move through a 5th through 12th grade continuum with no break. Materials and methodology are consistent and sequential for grades 5 - 12. Some teachers are always assigned to both elementary and junior high. All full-time junior high teachers have taught in the elementary schools.

HINSDALE, ILLINOIS FLES PROGRAM

Virginia Gramer

Part I: The Program

The design of the 27-year-old elementary school foreign language program in Hinsdale, Illinois, is typical of the era in which it was born. It has changed greatly during the years, but the changes were to improve the quality of instruction and did not alter greatly the external structure. It has been asked how this program has endured when many similar to it have not. Does it have some unique feature that others may adopt? The answer is not so simple. In viewing the components of the program and the nature of the school district no single surprising feature emerges. An examination of each characteristic and our stand on issues considered important to this type of program may be more revealing. In summary, we will attempt to describe those elements in this district which enabled the program to survive a crisis period in which most of it was scheduled to be dismantled.

GOALS

The stated goals of this program are:

1. To provide students with the skills (for the elementary school, the beginning skills) which will enable them to communicate with speakers of another language, taking great care to attribute cultural meaning to all learning.

2. To increase students' understanding of how a language functions and to bring them to a greater awareness of the functioning of their own language.

3. To make students aware that "each human culture is unique and each must be respected as embodying the whole way of life of a people."

4. To enable students to develop an open-minded outlook on peoples and social groups different from their own, ultimately helping them judge and treasure their own culture and society.

The premise in this district is that foreign language study is an advantage in any number of ways--as a career booster, in the transfer of learning, and as a vital ingredient in a good basic education. Though different segments of those concerned with foreign language education--parents, students, teachers, and administrators--may place differing values on any of the ingredients, there is consensus that value exists. There is also agreement that these are advantages which everyone needs, not just the academically talented.

This program has been operating since 1958 in the junior high school and since 1960 in the elementary schools of an upper middle-class suburb of Chicago. The district consists of seven elementary schools and one junior high school. The local high school serves other elementary school districts, some of which now also have foreign language programs.

Though the foreign language program interfaces with other subject areas, it is, in essence, independent. Specialist teachers are responsible for the French and Spanish programs, and are certified for grades K-8, 6-12, or both. Other than the junior high school texts and a few minimal materials, the cost of the program consists of the salaries of the foreign language teachers, six full-time equivalents.

In grade 4 all students elect to enter either the French or Spanish program which begins in grade 5. For special reasons, usually concerning learning disability, students may be excused from the foreign language program, although this rarely occurs. The foreign language teachers come into the regular classroom for 20 minutes (5th grade) or 30 minutes (6th grade) four times each week. At the junior high level, French and Spanish classes, which are elective, meet daily with the same time allotment and status as other academic subjects.

Seventy-five percent to ninety percent of the eligible 6th graders elect to take continuing 7th grade foreign language. Students new to the district in grade 6 or 7 are not eligible for the continuing foreign language sequence, but are placed in special classes in which previous foreign language experience is not required.

Students who complete 8th grade foreign language with an average grade or better automatically enter level II as freshmen at the high school, where they are mixed with sophomores, juniors and seniors who started foreign language study at the high school level. As the junior high graduates tend to possess skills greater than just the level I equivalent, they also tend to rank at the top of their high school foreign language classes and comprise the bulk of the enrollment of the level 5 courses.

Articulation between the elementary schools and the junior high is facilitated through the assignment of teachers at both levels. All foreign language teachers have taught at both elementary or junior high school and half of them are assigned at both levels consistently. Articulation with the high school is the result of close communication between the foreign language departments of the two districts. Regular meetings to discuss student placement, curriculum, and material selection result in a smooth transition from junior high to high school.

Standard texts are used in the junior high departmentalized programs. The same series of texts is used at the senior high school. A portion of the content of these texts is broken down and recombined into material suitable for 5th graders. Some additional content, deemed suitable for the younger student, is added, but basic text vocabulary is emphasized. When, in later grades, students use the texts they are already familiar with a good deal of the material.

Sixth grade students are very anxious to have printed material. That which they have already learned orally is presented first, then recombination material followed by new material. Though 6th graders use some direct text material, pacing, methodology and emphasis are quite different from the junior high utilization of the same text. Supplementary cultural material is used in both 5th and 6th grades. District-developed listening comprehension and content oriented tests are also used for fifth and sixth graders.

In the 7th and 8th grades the regular text is used. Students will move into the second level of the same series as high school freshmen.

Part II: Issues in Elementary Foreign Language Programs

GOALS

The goals in any school endeavor obviously need to be predicated on the age level and experience of the students as well as on desired outcomes in the indicated area. Ideally, one should establish the outcomes first, and then determine the most direct path to achieving them. In reality, this process may prove to be only an intellectual exercise. In practice, the resources, the character of the school district and the priorities of its power source are the determinants in the establishment of any program and in foreign language programs, specifically. Who would not opt for the painless fluency offered by immersion programs? However, a small school district with an established and mature cadre of classroom teachers and declining enrollment, such as the one in Hinsdale, Illinois, must struggle to retain those already employed. It does not have the option of hiring new bilingual primary teachers. Fiscal and staffing realities need to be acknowledged. To propose a typical immersion design for an elementary school district of this type is to invite rejection of any type of foreign language experience for all of its students.

Goals for student achievement need to be realistic in terms of contact time with the language, the age level of the students, and their previous experience. They must also be realistic in terms of students' needs--their need to acquire skill and their need to feel successful.

Foreign language teachers have long been expert at determining that the goal of any long foreign language sequence is "language proficiency" (more recently preceded by "oral"), as though this exists as a disembodied entity. Too many foreign language teachers and administrators, in seeking the holy grail of "proficiency," lose sight of the fact that the long road leading to that prize need not be just a means to an end. We need to convince primarily our own profession that time spent studying a foreign language is intrinsically valuable and can result in some kind of cognitive and affective gains for all students.

Proponents of elementary school foreign language programs have been considerably more enlightened, for several decades now, both in their emphasis on oral proficiency and in their recognition of the need for a foreign language program to produce observable affective results at every stage. Perhaps it is also their mission to lead the way in proposing that foreign language goals need to be both long and short term. Every foreign language program has some degree of fluency and/or cultural understanding as a terminal expectation. However, if we believe that foreign language instruction upgrades cognitive processes, enlarges a student's horizons linguistically, culturally, and socially, and enhances the understanding of his first language, then we should propose that short-term goals are not only valid but vital in promoting linguistic competence and in ensuring student satisfaction in having studied a foreign language.

A foreign language program at any level should be able to proclaim: After this year of foreign language instruction, our students will:

-- have extended their horizons linguistically and culturally,

-- know a good deal more about the process of language learning,

-- be more open to new experience,

-- have had every possible opportunity to experience some success and satisfaction, and

-- have increased knowledge, skills and understandings.

These skills may be limited, but the time spent in a foreign language class will have resulted in something of value for students and they will be aware of that fact.

Articulation

One of the prime goals in the formation of a program is the smooth transition from one level to another, from one school to another. Effective articulation is not spontaneous and requires constant monitoring.

The basic structure of the mode of articulation should be in place before an elementary program begins. Planning the elementary program should be a joint venture of those who will conduct it and those who will serve the students at the succeeding level. No matter how well planned and implemented any program is at any level, its effects can be diluted or even nullified if instruction at the succeeding level does not build on the students' skills and knowledge. Articulation requires consensus at all levels on materials, methodology, goals, and content.

Teachers and administrators at the junior high or high school level must feel some "ownership" of the elementary program. Problems which arise during the elementary program's implementation should be solved by those at all levels. If the content of the level I text is used in the elementary school portion of the program, then an element of articulation as well as an area of common ground between the levels will have been established. There will be a basis for communication.

The content of the text, or some portion of it, can be reorganized and presented in a context suitable for the elementary school students. This means that the curriculum design for the elementary school begins with a list of words

and concepts, and that a course of study is evolved by the delineation of the techniques used to present the content and by the emphasis to be placed on the sequence of skill development.

One of the best guarantees of articulation is the sharing of teachers across levels. If they are responsible for teaching classes in both elementary and junior high school, or in junior and senior high, articulation problems cease.

METHODS

In the fifth grade in this district each lesson is built around developing listening and then speaking skills. In the first weeks, the listening experience consists of classroom directions and repetition of content material. Theoretically, some days, perhaps weeks, of just listening would be propitious. Elementary school children, however, want to be able to use the language, and it is pedagogically more sound to give them that opportunity. We consider it important to structure many types of active listening experiences into each lesson, more than just the "listen and repeat" equation.

Providing a good deal of listening experience for students before responses are expected tends to forestall the commission of error. There is some disagreement on the advisability of error correction, which may impede free flow communication. Just as linguistic structures and vocabulary become accessible to and enter one's speaking vocabulary through listening and through practice, so do errors in pronunciation and usage become ingrained. Errors in usage may correct themselves in time, but pronunciation errors need immediate amelioration by a correct model. However, stifling a student's urge to communicate by excessive correction is not to be condoned. It is imperative that foreign language teachers are knowledgeable enough about the learning patterns and the needs of the age group they handle to define the line between inhibiting communication and encouraging correct usage.

Students already have many transferable reading skills when they enter the foreign language program in grade 5. Toward the end of that year, they are introduced to phonics and sight reading of known material as a prelude to reading for meaning. Because they alreadyhave a well-defined phonetic base in English, they apply this to the target language. In order to mitigate this tendency, the teacher, during their first weeks in the foreign language class, writes words in the target language on the chalkboard as they are introduced orally, and then immediately erases them. Experience has shown that this technique considerably undermines students' natural inclination to visualize the word by employing English phonetics, a procedure which we know often starts in their first days in a foreign language class. When the time comes to begin guided reading and work on sound-letter correspondences, students do not have to pass through a phonetic sound barrier. They realize from the beginning that the target language is not going to look like English and that they are not going to be able to "sound it out" using English phonetics.

Techniques and Materials

It is debatable whether one can separate some teaching techniques from the devices or materials used to enhance them or whether it is even necessary to do so. In most elementary school programs the two are pretty well fused.

Teacher-made materials are usually the most effective, as they have been designed to fit a specific need and the teaching style of the instructor. In referring to such material it is advisable to distinguish between that which defines the content of a lesson or unit and material which promotes practice or supports comprehension of content.

Those which delineate content, such as courses of study and perhaps accompanying workbook-type material, are usually produced to fill a specific district need. In order to ensure uniformity of instruction, a list of items and concepts to be covered are listed, with included practice material.

Materials which reinforce or drill, such as games, visuals, devices, realia, etc., are part of teaching technique rather than content. If properly designed, they can be extremely effective in assuring comprehension and, in fact, in preventing error.

Sharing ideas and materials within a foreign language department provides an expanded outlook for all involved and builds on the creativity which some may possess. It also provides, over a period of a few years, a repertoire of devices and games, a plentiful "bag of tricks." Anyone having trouble with numbers, for example, can go to the file and find a dozen games to play. However, is there a caveat to this generally accepted and successful practice? Are all of these goodies really worth the time spent doing them? Are there real criteria for their design and use? Among the many questions that it may be advisable to ask are:

1) Is this a teaching device or drill?

2) Does this really fit the need for this lesson or this problem?

3) Does this encourage usage or is it just needless repetition?

4) What safety measures are built in so that errors are not reinforced?

5) How many students are actually involved at any one time?

6) Do students spend a lot of time waiting to take turns?

7) Are students passive receptors when playing?

8) Are the correct answers always available? (An answer card or sheet on which a student much check the validity of a move or a response is a sound pedagogical ploy.)

The most important of all, are these just the means to an end, or the end itself? Though these games and devices may be the focal point of a class period for the student, they must never be that for the teacher.

Factors Affecting a Program

Teachers of foreign language need to be accurate models for the students they teach. The ability to speak a language is not the equivalent of being able

to teach it, especially in an elementary school program. Teaching skill and knowledge of the learning patterns of the age group are all important. All staff members, including the coordinator or director of the department, need this duality of skills. In support of an effective elementary school foreign language program the total staff must:

-- achieve consensus on goals;
-- be able to work together and to be supportive of one another;
-- feel free to evolve individual styles of teaching;
-- be totally conscientious in their attempts to upgrade their own skills and knowledge as well as the knowledge of their students;
-- be knowledgeable about the theory and practice of foreign language teaching;
-- be effective teachers, with competency in the target language as only one of their qualifications;
-- willingly share their skills, creativity, and ideas with one another;
-- maintain a good working relationship with the principals and the other teachers in their schools;
-- evidence genuine concern about each of their students and communicate this concern to parents.

The coordinator or director of the program must:

-- provide time in the weekly schedule for staff members to be together to discuss informally materials, techiques, problems, progress, etc.;
-- arrange staff meetings with a specific agenda for dispensation of information, decision making, articulation, etc.;
-- facilitate indoctrination of new staff members, giving them easy schedules and pairing them with experienced teachers;
-- institute staff development projects;
-- maintain quality control of the program without stifling individual teaching styles;

-- maintain contact with the succeeding levels to achieve effective articulation;

-- be an articulate and effective spokesperson for the elementary school program;

-- be knowledgeable about the interpersonal relationships and the internal and external forces which influence change in the district;

-- maintain supportive data of the benefits and the success of elementary school foreign language programs in general and of the district's program specifically;

-- retain credibility and integrity with teachers, administrators, board members, and parents;

-- support and defend, in words and deeds, the principles of sound foreign language education both within and outside of the school district.

The Board

The procedures and issues discussed above tend to be, for the most part, internal or within the foreign language program itself. The very existence of any program, however, is in the hands of a few people who, possibly, know the least about that program--the local board of education. For those who have a foreign language program in place and for those who intend to initiate a program, this group of citizens maintains the year-to-year certificate of survival, and yet they are rarely, if ever, mentioned in elementary foreign language program discussion.

It is obviously necessary for those in charge of any program to establish a satisfactory working relationship with superintendents and principals. This may be sufficient if that particular board of education that particular year depends heavily for its decision making on the recommendations of the chief school administrator. The ever-changing composition of the board of education and, therefore, its fluctuating relationship with the administrator, may qualify it as an entity with which it may be necessary to deal. If a board does not rely

on an administrator for direction in curricular matters, those responsible for the elementary foreign language program need to be prepared to relate to the board directly.

Board members do not necessarly have the same concerns as administrators. They may be very naive and uninformed about the rationale for early foreign language instruction. Assuming that their role as parents will automatically cause them to espouse elementary foreign language instruction is unrealistic. In fact, the first priority in assuring their support of an elementary school program may be convincing them of the value of foreign language study as a basic component in the total educational continuum.

For those attempting to initiate a program, knowledge of the way in which a particular board of education functions is doubly valuable. They need to know how the board reacts internally and also how it relates to its constituency, i.e., what kind of parent group will elicit the most positive response. The board is obligated by the representative quality of its membership to listen, at least, to the desires of the community for educational programs. Research reports are effective persuaders with some board members. Success stories from districts with functioning foreign language programs provide supportive backing to this hard data, and representatives from such programs are also able to provide authoritative and immediate answers to both reasonable and illogical questions.

Parents and the Program

What are the needs of any academic program? A competent staff, enlightened administration, a school board which is open to new ideas, and parental support. Foreign language is still not generally considered to be an elementary school curriculum basic and the existence of even the best program may be threatened by the shifting priorities of administrators and board members. However, a program

can survive even planned dissolution if parental approbation is there. Strong, vocal, and organized community support is an irresistible force in a school district.

This support is not built solely in times of crisis. It is an ongoing process starting when the parents first become involved in their children's school life. If they do not have a commitment to the need of foreign language study as an integral part of a basic education when they enter the school scene, then it is the task of the foreign language department to open this vista to them. The total foreign language staff must also be prepared to present the record of achievement of the district foreign language program to individuals and groups of parents; but rationale needs the support of deeds. This need will be met when parents are witness to the success and satisfaction of their own children when they start foreign language instruction.

Strong parental support, the backbone of any good program, is based on:

-- respect for the competency of the staff,

-- belief in the efficacy of the program for average students,

-- the success of their own children in the program, and

-- acceptance of foreign language instruction as a necessary component in a quality educational system.

In summary, what are the critical elements of an effective elementary school program involving foreign language? Among the most crucial must be: that foreign language study is an integral part of the school with the same status as any other academic subject; that foreign language and international studies are considered a basic area of learning for ALL students; that average students are given the opportunity to achieve a significant level of proficiency, which means starting foreign language in the elementary school; that there is provision for an unbroken sequence of skills and knowledge from the beginning foreign language class through high school.

For more information on the program, please contact: Virginia Gramer, Foreign Language Coordinator, Hinsdale Elementary Schools, 55th and Grant Streets, Hinsdale, IL 60521.

PROGRAMS AT A GLANCE

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS, MD.

Type of program	Foreign Language Experience (FLEX), grades K - 6
Language(s)	French, Spanish, German, Latin, Russian, Korean (and others, depending on language background of volunteer teachers)
Goals	To familiarize students with another language and culture. To motivate interest in language study.
Methodology	All grades receive approximately 1/2 hour a week of foreign language instruction.
Emphasis on Four Skills	Percentage of time spent in each of four skills: 40% speaking, 40% listening, 10% reading, 10% writing
Materials	Curriculum of Anne Arundel County is used. American texts are used because the foreign ones are too difficult. Many teacher-made materials are used.
Teachers	Teacher are volunteers and are usually not certified. Some high school foreign language students are used as teachers.
Students	There is usually no selection process for the students; as many students are included as possible, depending on the number of teachers.
Articulation	Grades 6,7,8 in the middle school offer an Exploratory foreign language course or students can take half of Level 1 in 7th grade and the second half of Level 1 in 8th grade.

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS
FLEX PROGRAM
They Love Foreign Languages for Children!

Gladys C. Lipton*

Not too long ago, a title of this type would have been considered overly optimistic. However, across the country, there seems to be a resurgence of interest in early foreign language instruction of all types. FLES, FLEX, exploratory, immersion, global education, etc.--all seem to be the "superstars" of today.

Anne Arundel County had a good educational program, but the foreign language program was delayed until ninth grade. That was the situation nearly nine years ago. After consulting with a number of educators, parents, students, counselors and principals, this author took the bold step of proposing a foreign language program for elementary school students. The goals of this program were limited: to provide an introduction to language and culture on a very limited scale, without costing the school district any money. Who could resist such an offer?

One of the main reasons for starting foreign language instruction in the elementary schools was in response to a high school principal's suggestion. There were far too few students enrolled in the secondary schools eight years ago, and this was one of the recommendations for increasing enrollments. This proposal was presented to the members of the board of education, and even though we offered a limited foreign language experience (L.E.X.) delivered by volunteers, they did not accept it immediately. They suggested that even thirty minutes a week devoted to foreign language study might interfere with normal expected growth in language arts and mathematics, since this thirty minutes would be coming out of the regular school day.

*Coordinator of Foreign Languages, Anne Arundel County, 1977-85, now at the University of Maryland, Baltimore County

A pilot program was designed in one of the four elementary school areas of the county. Twenty-one schools were involved in the project. The foreign language would be taught by volunteers, consisting of parents, members of the community, classroom teachers with a background in foreign languages, and recommended high school students. The volunteers received several training sessions in both language and culture, and a number of procedures were demonstrated. Curriculum materials were developed in French, Spanish and German (with Latin developed later). A comprehensive evaluation design was developed by the research department, which included questionnaires for students, classroom teachers, volunteers, elementary principals, high school principals, directors, high school chairpersons (who carried a major burden of training the high school students), parents and anyone else who was interested. The research department took a random sample of students' achievement in basic skills and tabulated the following results:

A Comparison of IOWA TESTS of Basic Skills for LEX Participants and Non-Participants

		Participants in Languages Experience Program		Non-Participants in Languages Experience Program	
		Number	Mean	Number	Mean
ABILITY	GRADE 3	276	110	587	106
VOCABULARY		279	4.3	587	4.1
READING COMPREHENSION		279	4.5	587	4.1
LANGUAGE TOTAL		275	5.0	587	4.6
ABILITY	GRADE 5	349	111	308	108
VOCABULARY		347	6.1	308	5.8
READING COMPREHENSION		347	6.1	308	5.8
LANGUAGE TOTAL		348	6.6	308	6.1

A comparison group of non-participants in LEX was tested, and the means between the participants and non-participants differed significantly at P<.01 level. As a result of the one year's pilot study, the board of education approved the teaching of foreign languages in the elementary schools as an optional area, where volunteers were available.

Was it worth the trouble? Definitely. The study gave us an opportunity to expand the pilot program to all four areas of the county, to increase the number of trained volunteers, to interest a number of elementary school principals and parents. Today, the program is thriving with large number of students involved:

1984-1985

Number of Students		5,327
French	2211	
Spanish	2082	
German	839	
Greek	79	
Russian	71	
Italian	27	
Latin	18	
Number of Elementary Schools		42
Number of High School Students		294
Number of Adult Volunteers		73
Number of Classroom Teachers		13
Number of Media Specialists		1

The program continues to grow, having increased 1,000 students over last year.

What is LEX? It is designed to give youngsters some pleasurable experiences in learning a foreign language as well as an awareness of the people and the country (countries) where their specific foreign language is spoken. It is designed to develop the skills of careful listening and accurate pronunciation. Since it is an informal introduction to a foreign language, without regard to calling attention to the formal aspects of sequential study, it should be a very

pleasant experience for both students and "instructors," principals and parents. It was hoped that the LEX program would establish a firm foundation and motivation for subsequent language study, and enrollments in the middle, junior high and high schools bear that out today.

Training of the "Instructors"

In the training sessions, volunteers were eager to brush up on their foreign language skills (although we had a few native speakers). In order to give the volunteers adequate training in methodology, we had to overcome their own language training of too much grammar and too little enjoyment. We also trained the high school chairpersons who, in turn, could train the high school students. All training sessions dealt with language, methods of teaching songs and conversations, cultural awareness activities, role playing, "make and take" sessions, etc. The greatest challenge in the training was to have the volunteers accept the philosophy of the "joy" of language learning, but most of them did, and it was apparent in their teaching.

Cost of the Program

The only way this program could be started was to provide instruction without any cost to the county. While the program did not and does not now include any specific budget requests, there are a few hidden costs. All "instructors" volunteer their time, except classroom teachers, one principal and one media specialist.

Materials

"Instructors" use curriculum materials in French, Spanish, German and Latin. These are very simple, with ample suggestions for free and easily accessible materials such as: posters, maps, experience charts, books, pictures, flannel boards, records, cassettes, tapes, toys, food, greeting cards, transparencies, and other simple materials available to creative "instructors." The topics

include (but are not limited to) classroom objects, colors, numbers, family, clothing, greeting, telling time, weather, days of the week, months, seasons, and many combinations of these topics.

The most pressing question we had to answer at the time of the pilot study was: "What are the reasons for beginning the introduction of a foreign language in the elementary school?" Here are some of our reasons:

- children enjoy learning a foreign language
- children develop good habits of listening and pronouncing
- children gain an understanding of how languages work
- children become culturally aware of other peoples of the world
- children are interested in strange sounds and codes
- children are not self-conscious about pronouncing strange sounds
- children like to mimic and do so very well

Some of the special features of the program are:

- a number of options are open to principals in scheduling the foreign language sessions, such as mini courses, informal instruction integrated throughout the day by the classroom teacher, a 30-minute period once a week, or 15 minutes twice a week, or before or after school. Time was often taken from language arts or social studies.
- many principals, teachers and "instructors" reported that they noted some improvement in listening skills as a result of the foreign language sessions.
- high school students were pleased to be able to use foreign language skills and were impressed with the scope of the teaching process. Many reported that they loved working with young children and that they felt that they were reinforcing their own foreign language skills.

What Do "They" Have to Say?

Superintendent of Schools:

> "I believe that the earlier we can have youngsters come in contact with a second language, the more they will learn, the more retention they will have. From my past experience, I know that the inclusion of a second language improves youngsters' overall performance on standardized tests, and the longer that they are involved in a second language, the better they do in all subjects. I think it opens another horizon for them."

President of the Board of Education (and parent):

> "I think it is an excellent opportunity to expose children to what languages are about so that they can make choices about it at later times in their lives. Both of my children have been involved in the LEX program and have had experiences in several languages."

Student Member of the Board of Education (and a LEX "instructor"):

> "I enjoy working with children and by the end of the school year we have all become great friends. I can see an immense value to the program. It benefits the elementary school children, as well as the high school students who are interested in being teachers or working with children as a profession."

High School Chairperson:

> "It has become quite a task to keep the program going, but I know in the end that we at the high schol level are going to be the ones to benefit from it insofar as enrollments figures go over the next five, ten, fifteen or more years."

High School "Instructor":

> "I think it's pretty fun so far and pretty successful. The kids don't catch on at first, but once you repeat it enough they catch on, and they're doing pretty well."

High School Principal:

> "Our high school students are enthusiastic, and they really want to assist the elementary school students to learn about foreign languages. At the same time, they are involved in experiences that will be lifelong, and will be inspiring and stimulating them to go further in the foreign language program."

Elementary School Principal:

> "I have always felt that learning a foreign language increases the student's understanding of a country and its culture. By giving the students an opportunity to hear, see, and speak

another language, it develops a language foundation. As principal, I wanted to extend my interest in foreign languages, so I began to teach French, Spanish and Latin. Now, every child in our school is having fun exploring a foreign language."

That is, indeed, a very rosy picture of a foreign language experience program, taught by volunteers, which costs the school district nothing. Are there any concerns or problems? Surprisingly, there are few. Some of the problems which have surfaced are:

- difficulty in transportation of high school "instructors"
- lack of sufficient "instructors" to provide instruction to all students in a school or in all schools
- insufficient teacher reference materials beyond those distributed at the training workshops
- lack of choice of language to be studied--the choice depends on the language of the volunteer
- lack of continuity in the same language
- lack of conformity in scheduling the foreign language in all schools

Despite these concerns, there is almost universal approval of the program. Since the goals are very limited, and we deliver what we promise can be accomplished, the LEX program is well received by all.

If you in the reading audience want to establish a foreign language experience program with simple, realistic goals, you may wish to utilize the following list of suggestions:

1. Assess the community/school interests and needs
2. Organize an advisory committee
3. Determine resoures of the school/community with respect to finances, volunteers, language preferences, secondary school language programs, etc.
4. Formulate realistic goals
5. Anticipate difficulties, problems, opponents
6. Investigate other successful programs

7. Contact knowledgeable people
8. Prepare a detailed proposal for authorities and invite suggestions
9. Plan to work on a pilot program with an evaluation design
10. Develop curriculum materials to fulfill your realistic goals
11. Develop a plan for recruitment of volunteers
12. Develop a plan for training programs
13. Promote interest by speaking to parent, teacher, principal groups
14. Involve secondary foreign language teachers and invite suggestions
15. Train volunteers
16. Begin program
17. Evaluate - evaluate - evaluate - ask for input at all levels
18. Be prepared for successes and failures
19. Attempt to solve conflicts and the unexpected
20. After a year's pilot and another year of trial and error, be prepared to enjoy!

After eight years of LEX in operation in the Anne Arundel County public schools, LEX is continuing to expand, and now, we have a new crop of "instructors" from the high schools--those students who had been themselves LEX students when they had been in elementary school! A new cycle begins!

For more information about FLES programs, please contact: Gladys Lipton, University of Maryland, Baltimore County, Department of Languages and Linguistics, Catonsville, MD 21228.

PROGRAMS AT A GLANCE
CINCINNATI PUBLIC SCHOOLS, OH

Type of program	Partial immersion, kindergarten through grade 5
Language(s)	French, German, Spanish
Goals	1. To understand target language when spoken by a native speaker. 2. To speak the target language with near-native fluency and accuracy. 3. To read target language publications appropriate to the age level of the pupil. 4. To write in the target language. 5. To develop an understanding of and appreciation for the target culture. 6. To develop an empathy for people who speak the target language and their way of life. 7. To recognize the contributions of the target culture to American customs and language. 8. To recognize the contributions Americans of the target culture are making to our country today. 9. To recognize the value of bilingualism. 10. To develop positive multi-ethnic and multi-cultural attitudes.
Methodology	Kindergarteners have an all day program, half taught by a monolingual English-speaking teacher and the other half taught by a teacher who speaks Spanish or French exclusively. Students in grades 1-5 have two teachers, one teaches entirely in English, the other entirely in French or Spanish. Students spend half a day with each teacher.
Materials	The school system has developed a special curriculum for the partial immersion program. American textbooks are compatible with this curriculum. Additional materials from foreign publishers complement the needs of the program, but teacher-made materials developed for specific lessons are more frequently used.
Teachers	Partial immersion teachers must have kindergarten or elementary certification. Some teachers are native speakers while others are North Americans who have demonstrated their proficiency in the language.
Students	The only criterion for admission to the partial immersion program is racial balance; the school system tries to have the classes reflect the district's racial balance.
Articulation	All partial immersion students (French, German, and Spanish) in grades 6-8 attend the middle school, Cincinnati Bilingual Academy. The curriculum in the middle school is intended to bridge the gap between the conversational focus of the elementary grades and the expectations of the more tradional secondary and university language programs. For grades 9-12 there is a global high school program, the International Academy.

CINCINNATI PUBLIC SCHOOLS
PARTIAL IMMERSION PROGRAM

Myriam Met

Goals

The goals of the Cincinnati Bilingual Program are:

1. To understand the target language when spoken by a native speaker.
2. To speak the target language with near-native fluency and accuracy.
3. To read target language publications appropriate to the age level of the pupil.
4. To write in the target language.
5. To develop an understanding of and appreciation for the target culture.
6. To develop an empathy for people who speak the target language and their way of life.
7. To recognize the contributions of the target culture to American customs and language.
8. To recognize the contributions Americans of the target culture are making to our country today.
9. To recognize the value of bilingualism.
10. To develop positive multi-ethnic and multi-cultural attitudes.

Methodology

Kindergarteners have an all-day program, taught by two teachers. Each student spends one-half day with a monolingual English teacher who teaches the standard curriculum, and one-half with a teacher who speaks French or Spanish exclusively. During the half day devoted to the second language, the kindergarten curriculum is enriched and reinforced. Basically, it's kindergarten "business as usual" with a twist: the teacher speaks no English.

Students in grades 1-5 have two teachers: one teaches entirely in English, the other entirely in French or Spanish. Students spend one-half day with each teacher. Subjects taught by each teacher may vary from grade to grade, but the English teacher always teaches English reading and language arts (of course), as does the second language teacher teach French or Spanish reading and language arts. Often, both teach mathematics. Handwriting, science, supervised physical education, art and music are usually in the domain of the French or Spanish teacher. In this model, little time is "taken out" for the second language.

All the regular school subjects are taught, although some are taught in the second language rather than English.

Materials

The Cincinnati Public Schools has developed a special curriculum for the partial immersion programs in the system. Some American textbooks are compatible with this curriculum. Materials from foreign publishers also complement the unique needs of this program, but teacher-made materials developed for specific lessons to be compatible with the curriculum are more frequently utilized.

Students

Pupils in Cincinnati's Bilingual Program are accepted on a first-come, first-served basis. Classes fill quickly, and there is often a waiting list of kindergarteners when school opens in September. The only criterion for admission is racial balance: we try to have our classes reflect the district's racial balance. The district provides free transportation to school sites, and thus our students represent a cross-section of the district's student population academically, racially and economically. Despite the lack of selection criteria, achievement test results have consistently shown program pupils to score well beyond expectation, exceeding the performance of both national and local norm groups in measures of reading and mathematics.

Staff

Partial immersion teachers must have kindergarten or elementary certification. Some teachers are native speakers, while others are North Americans who have demonstrated their proficiency in the language. Foreign teachers who come for specified time periods as part of an exchange program are also employed.

Articulation

All bilingual program middle-school students (French, German and Spanish) in grades 6-8 attend the Cincinnati Bilingual Academy. The curriculum in the middle school is intended to bridge the gap between the conversational focus of the elementary grades and the expectations of the more traditional secondary and university language programs. Eventually, students will attend universities which will expect them to have mastered certain skills and concepts. The curriculum in the middle school begins to prepare students for that expectation. During the middle school years students have the option of a summer stay in a country where their language of study is spoken.

In grades 9-12 the Cincinnati Public Schools offers a global high school program, the International Academy. The academy is an umbrella for three components: the international studies program (a global education program for all interested students), the international baccalaureate degree program (a rigorous academic program for students who can meet the challenge) and the English as a second language program (for all high school students whose home or primary language is other than English). The academy provides opportunity for the continuation of language studies begun in the elementary grades with an articulated course of study, an internationally focused program of studies, and contact with students from all over the world.

For more information on the program, please contact: Myriam Met, 1975-85 Foreign Language Supervisor, Cincinnati Public Schools, currently Foreign Language Coordinator, Montgomery County Public Schools, 850 Hungerford Drive, Rockville, MD 20850 or Nélida Mietta-Fontana, current Foreign Language Supervisor, Cincinnati Public Schools, 230 East 9th Street, Cincinnati, OH 45202.

PROGRAMS AT A GLANCE
CINCINNATI PUBLIC SCHOOLS, OH

Type of program	FLES, kindergarten through grade 5
Language(s)	French, German, Spanish
Goals	1. To understand target language when spoken by a native speaker. 2. To speak the target language with near-native fluency and accuracy. 3. To read target language publications appropriate to the age level of the pupil. 4. To write in the target language. 5. To develop an understanding of and appreciation for the target culture. 6. To develop an empathy for people who speak the target language and their way of life. 7. To recognize the contributions of the target culture to American customs and language. 8. To recognize the contributions Americans of the target culture are making to our country today. 9. To recognize the value of bilingualism. 10. To develop positive multi-ethnic and multi-cultural attitudes.
Methodology	Kindergarteners have an all day program, half taught by a monolingual English-speaking teacher and the other half taught by a teacher who speaks Spanish or French exclusively. Students in grades 1-5 have 70 minutes a day of instruction in the foreign language and the rest of the day taught in English.
Materials	The school system has developed a special curriculum for second language instruction in the elementary school. Some materials from foreign publishers are adapted to fit the special needs of the program, but teacher-made materials developed for specific lessons are more frequently used.
Teachers	Some teachers are native speakers while others are North Americans who have demonstrated their proficiency in the language. All teachers must acquire and maintain Ohio certification for the grade levels they teach.
Students	The only criterion for admission to the FLES program is racial balance; the school system tries to have the classes reflect the district's racial balance.
Articulation	All bilingual program students (French, German, and Spanish) in grades 6-8 attend the middle school, Cincinnati Bilingual Academy. The curriculum in the middle school is intended to bridge the gap between the conversational focus of the elementary grades and the expectations of the more tradional secondary and university language programs. For grades 9-12 there is a global high school program, the International Academy.

CINCINNATI PUBLIC SCHOOLS
FLES PROGRAM

Myriam Met

The goals of the Cincinnati Public Schools FLES Program are:

1. To understand the target language when spoken by a native speaker.
2. To speak the target language with near-native fluency and accuracy.
3. To read target language publications appropriate to the age level of the pupil.
4. To write in the target language.
5. To develop an understanding of and appreciation for the target culture.
6. To develop an empathy for people who speak the target language and their way of life.
7. To recognize the contributions of the target culture to American customs and language.
8. To recognize the contributions Americans of the target culture are making to our country today.
9. To recognize the value of bilingualism.
10. To develop positive multi-ethnic and multi-cultural attitudes.

Methodology

Kindergarteners have an all-day program, taught by two teachers. Each student spends one-half day with a monolingual English teacher who teaches the standard curriculum, and one-half with a teacher who speaks the second language exclusively. During the half day devoted to the second language, the kindergarten curriculum is enriched and reinforced.

First and second grade pupils have two teachers, one monolingual English teacher who teaches the standard curriculum, and a second language teacher. Students see the second language teacher twice daily for a total of 70 minutes (approximately 25% of the school day). The second language uses a sequenced structured oral language curriculum. In addition, concepts of the first grade social studies curriculum are coordinated with the culture of the language studied. Art, music and physical education activities appropriate to first grade may also be taught during second language time. Close cooperation and planning between the two teachers insures that instruction in English and the

second language are complimentary, and that the two curricula are integrated to the utmost degree possible. Second grade students are introduced to second language reading readiness skills. The third through fifth grades continue to have two teachers, one of whom teaches in English, the other in the second language. Students see the second language teacher for 70 minutes daily (25% of the school day). In addition to a continued focus on aural/oral proficiency, the curriculum now includes second language reading and language arts, and a reinforcement of content area instruction. Mathematical terms are taught, and mathematical operations drilled and practiced during second language time. Social studies and science units of the English curriculum are also taught in the second language, providing students familiarity with terminology and related concepts in their new language. Close planning and cooperation between the English and language teachers is required to insure that such instruction is reinforcing and enriching rather than repetitive. Typical units in the third through fifth grades are: Classification of Objects by Properties (Science); Feelings and Friends (Affective Education); My Community, Modes of Transportation, French Explorers of the New World (Social Studies); and Poetry, Letter Writing (Language Arts). Text materials are used to develop second language reading and language arts skills.

Materials

The Cincinnati Public Schools has developed a special curriculum for second language instruction in the elementary school. Some materials from foreign publishers are adapted to fit the special needs of the program, but teacher-made materials form the bulk of what is used in the classroom.

Students

Pupils in Cincinnati's Bilingual Program are accepted on a first-come, first-served basis. Classes fill quickly, and there is often a waiting list of

kindergarteners when school opens in September. The only criterion for admission is racial balance: we try to have our classes reflect the district's racial balance. The district provides free transportation to school sites, and thus students represent a cross-section of the district's student population, academically, racially and economically. Despite the lack of selection criteria, achievement test results have consistently shown program pupils to score well beyond expectation, exceeding the performance of both national and local norm groups in measures of reading and mathematics.

Staff

Many of the teachers are native speakers of their language, but frequently North American teachers who have demonstrated native or near-native fluency complete the teaching staff. Each teacher must acquire and maintain Ohio certification for the grade levels he/she teaches.

Articulation

All bilingual program middle-school students (French, German and Spanish) in grades 6-8 attend the Cincinnati Bilingual Academy. The curriculum in the middle school is intended to bridge the gap between the conversational focus of the elementary grades and the expectations of the more traditional secondary and university language programs. Eventually, students will attend universities which will expect them to have mastered certain skills and concepts. The curriculum in the middle school begins to prepare students for that expectation. During the middle school years students have the option of a summer stay in a country where their language of study is spoken.

In grades 9-12 the Cincinnati Public Schools offers a global high school program, the International Academy. The academy is an umbrella for three components: the international studies program (a global education program for all interested students), the international baccalaureate degree program (a

rigorous academic program for students who can meet the challenge) and the English as a second language program (for all high school students whose home or primary language is other than English). The academy provides opportunity for the continuation of language studies begun in the elementary grades with an articulated course of study, an internationally focused program of studies, and contact with students from all over the world.

For more information on the program, please contact: Myriam Met, 1975-85 Foreign Language Supervisor, Cincinnati Public Schools, currently Foreign Language Coordinator, Montgomery County Public Schools, 850 Hungerford Drive, Rockville, MD 20850 or Nélida Mietta-Fontana, current Foreign Language Supervisor, Cincinnati Public Schools, 230 East 9th Street, Cincinnati, OH 45202.

STATE OF NORTH CAROLINA
SECOND LANGUAGE COMPETENCY-BASED CURRICULUM GRADES K-6

L. Gerard Toussaint

The purpose of the program in second language studies in North Carolina is to prepare students to compete in the world market, cooperate in the world problem-solving arena, function in the state's developing international community, and contribute to the state's economic growth. In order to succeed in these arenas, North Carolinians must be able to: (1) use language and behavior that conform to the proprieties and sensibilities of other cultures; (2) recognize commonalities and accept differences across cultures, peoples and languages; and (3) appreciate the contributions of other cultures to our nation, state and communities. To meet these ends, the citizens of this state must be proficient in at least one second language.

The overall goal of second language study is the ability to communicate directly and effectively on all levels with people from other cultures. Contact with other cultures is a reality in North Carolina: activity in foreign investment and international trade is increasing annually, and the number of immigrants is growing steadily. Therefore, the program prepares students to communicate directly and productively with peoples brought together by international trade, technological advances, and common needs.

The immediate objective of second language study is the progressive development of the skills of listening, speaking, reading, and writing. Correspondingly, the language learning process involves mastery of grammar and vocabulary. Finally, the study of culture is incorporated throughout the language learning process. This entails learning about the ways in which peoples live on a day-to-day basis, as well as about their contributions to our nation, state, and communities.

Most modern language programs in North Carolina begin at the secondary level, but can start in kindergarten. Therefore, the course of study for beginning second language studies is included at grades K-3; intermediate study at grades 4-6; intermediate-advanced at grades 7-8; and advanced study at grades 9-12. In that the degree of proficiency attained by students is directly related to the number of years of study, the curriculum represents a maximum of thirteen years of continuous development in the same language.

Grades K-3

At the beginning level of second language study, emphasis is placed on three of the five major areas: listening, speaking, and culture. Students learn to recognize and understand concrete words and simple questions, and follow directions and commands, as well as recognize voice intonations associated with these and other types of statements. The vocabulary that is learned corresponds to the concepts that students have mastered and experiences they have had. They learn to understand and use action words, descriptive words, and emotion words and expressions. Although grammar is not taught at this level, students imitate and use language structure and forms correctly and naturally.

Throughout the beginning level, culture is incorporated in the skills development activities. Students learn to recognize the target country on a map, and to use simple expressions and behavior that are related to daily situations in the target culture. They become familiar with the schedules, activities, songs, and stories of children in the target country.

Therefore, because students may enter the second language studies program at varying grades, and with varying degrees of competence, placement considerations require that this competency-based curriculum be presented as follows: K-3, K-6, K-8, K-12.

This K-12 program of second language studies is consistent with the Foreign Language Curriculum Study Committee's October, 1983 recommendation to the state board of education that every local school unit provide to every student the opportunity to study a second language for thirteen years.

The languages to be studied in this program are selected according to the academic, aesthetic, and practical needs of children, and of the communities in which they live. The second languages are chosen from the commonly taught languages (Spanish, French, German) and from the less commonly taught languages (Russian, Arabic, Chinese, Japanese). Because many school districts offer courses in Latin, it has been included in the second language competency-based curriculum for grades 7 through 12. However, since Latin is offered only in grades 7 through 12, it is not considered a part of the state-funded Basic Education Program.

Grades K-3 Outline

1. Listening: Goal--to understand language in context when spoken by an educated native speaker
   - 1.1 Recognize and understand concrete words and simple phrases and sentences.
   - 1.2 Respond to simple who, what, where, how, when, how many, and how much questions.
   - 1.3 Follow directions and commands.
   - 1.4 Identify descriptive words.
   - 1.5 Recognize and understand voice intonation (involves affirmative and negative declarations, questions, commands, and exclamations).
   - 1.6 Identify emotion words and expressions in context (includes vocabulary, intonation, facial expression, gesture, and posture).
   - 1.7 Recognize and understand action words, separately and in a sequence.

1.8 Recall facts.

1.9 Distinguish between fact and fiction.

2. Speaking: Goal--to speak the language to be understood by a native speaker of the target culture, using correct pronunciation, stress, rhythm, and intonation

2.1 Repeat and use concrete words, simple phrases, and sentences in context.

2.2 Ask and answer simple questions of the who, what, where, when, how, and how much/many type.

2.3 Give directions and commands.

2.4 Name and describe people, places, and things.

2.5 Express likes/dislikes, emotions, and wants.

2.6 Use action words separately and in a sequence.

2.7 Express possession.

2.8 Recall facts.

2.9 Distinguish between fact and fiction.

3. Culture: Goal--to gain knowledge about another people and ability to use language and behavior that are appropriate to real-life situations in the target culture

3.1 Identify the target country on a map and on a globe.

3.2 Use expressions and behavior that are appropriate to various daily situations in the target culture.

3.3 Know daily schedules and routine activities of school children in the culture being studied.

3.4 Know and participate in activities related to major holidays and special dates that are celebrated by children in the target culture.

3.5 Learn favorite songs, stories, and games of children in the target culture.

Grades 4-6

The intermediate level continues the development of the listening and speaking skills, begun in the earlier grades. The pre-reading/reading and writing skills are introduced at this level. Students learn to read and write what they can say. Development of the four skills at grades 4-6 includes learning to paraphrase, summarize, predict outcomes, and draw inferences. In addition, students learn to recognize context clues and extract the main idea from familiar material heard and read. They continue to expand their vocabulary, exhibiting ability to understand and use more abstracts words and expressions. Grammar is not introduced, formally or informally, at this level. However, students gradually develop the ability to use more complex structures naturally.

Culture continues to be stressed at the intermediate level. Increased emphasis is placed on language and behavioral patterns that are appropriate at school and at home, as well as in other social settings. Students learn to recognize and identify geographical features and their importance. They also learn to identify major historical events and achievements of individuals in the arts, science, music, and literature.

Grades 4-6 Outline

1. Listening: Goal--to understand language in context when spoken by an educated native speaker

   1.1 Recall facts and list details from material viewed and heard.

   1.2 Paraphrase/Summarize material heard (short story, description, conversation, directions, etc.).

1.3 Understand meaning from context clues.

1.4 Extract the main idea from material heard (brief conversation, oral reading, description, explanation, etc.).

1.5 Determine cause/effect relationships.

1.6 Predict outcomes.

1.7 Draw inferences.

1.8 Make judgements.

2. Speaking: Goal--to speak the language to be understood by a native of the target culture, using correct pronunciation, stress, rhythm, and intonation

2.1 Tell time and use calendar and time expressions.

2.2 Describe sequence of events.

2.3 Express feelings.

2.4 Classify.

2.5 Describe cause and effect relationships.

2.6 Make comparisons and contrasts.

2.7 Summarize material heard (conversations, short stories, explanations, directions).

2.8 Draw inferences.

2.9 Make judgements.

2.10 Predict outcomes.

3. Pre-Reading: Goal--to understand the written language in context from print and non-print materials in the target language

3.1 Identify and name environmental sounds, objects, shapes, and colors. (Listening and looking)

3.2 Discriminate between words that have different sounds and recognize words that sound alike. (Listening and looking)

3.3 Hear and understand concrete words, and simple phrases and sentences. (Listening and looking)

3.4 Recall details from what is viewed and heard. (Listening and looking)

3.5 Pronounce familiar words that are written.

4. Reading: Goal--to understand the written language in context from print and non-print materials in the target language

4.1 Recognize and say familiar words, and simple phrases and sentences that are written.

4.2 Respond to simple who, what, where, how, when, how many, how much questions.

4.3 Follow written directions and commands.

4.4 Identify by description.

4.5 Recall facts from material used.

4.6 Summarize written material. (short stories, descriptions, poems, etc.)

5. Writing: Goal--to write so as to be understood by an educated native of the target culture, using correct spelling, punctuation, vocabulary, and grammar

5.1 Copy written words correctly.

5.2 Write letters and words from dictation.

5.3 Write simple phrases and sentences.

5.4 Write answers to questions of the who, what, where, when, and how much/many type.

5.5 Write descriptive sentences about known people, places, things, and activities.

5.6 Use action words in context.

5.7 Write a paragraph, including topic sentence, two supporting statements, and a summary statement.

6. Culture: Goal--to gain knowledge about another people and ability to use language and behavior that are appropriate to real-life situations

   6.1 Recognize language and patterns of behavior that are appropriate in real-life situations in the target culture.

   6.2 Identify geographical features of the countries where the target language is spoken, and show the relationships between these features and the products of the countries.

   6.3 Identify major historical events and important individuals in the target culture.

   6.4 Identify outstanding people in the target country who made significant contributions to civilization in the arts, literature, music, science, and politics.

   6.5 Recognize the influence of the target culture on the American culture.

For more information on the program, please contact: L. Gerard Toussaint, Foreign Language Consultant, State Department of Public Instruction, Division of Communication Skills, Education Building, Room 215, Raleigh, NC 27611.